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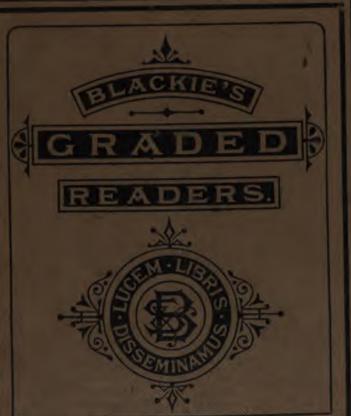
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# FIRST READER







### BLACKIE'S GRADED READERS.

EDITED BY MAURICE PATERSON, B.A., ETC.,
Rector of Moray House Training College, Edinburgh.

## FIRST READER.



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17-



### PREFACE.

This Book is intended to follow Primer No. II., and is adapted to the requirements of the First Standard.

Subjects have been chosen more with the view of interesting the young and fostering a taste for reading, than of conveying direct instruction. Useful information, however, may be communicated in connection with nearly all the lessons.

The questions proposed are not all that are necessary in order to test understanding of what has been read. They should be largely supplemented by the teacher. Taken before the lesson, the questions may serve to test home preparation, or they may furnish opportunity for such explanations as are required to render the reading more intelligent.

Illustration, by reference to objects, pictures, black-board drawings, or by word pictures, should be used more freely at this stage than explanation, by the substitution of equivalent words for those that are more difficult or less well-known. The meanings that have been given are not always precise definitions, but rather familiar words or phrases that admit of being substituted for those which occur in the lesson.

The Transcription exercises may be performed at home or while the teacher is occupied with another class. Transcription is less valued than it ought to be as a means of teaching spelling. It is a convenient mode of testing the accuracy of the pupil's observation of the forms of words and of impressing the correct forms on the memory.

The words arranged in columns should be used for the purpose of improving the pronunciation and articulation of the scholars. Such exercises also prepare for spelling.

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## FIRST READER.

### SUNRISE.



day and climbed to the top of a high hill near their house.

- 3. "Where must we look for the sun?" said the girl. "We must look," her father replied, "over those far off hills, where we see that long streak of light."
- 4. "See how red the sky is getting! Ah, now the sun shows his first bright beams. What a fine sight it is!"
- 5. "The light of the sun will soon be so bright that it will hurt our eyes to look at him. How fresh and cool the air is!"
- 6. "Do you hear the birds in the trees? They sing, for they are glad to see the sun rise. The dawn of day fills them with joy. We too are glad to see the sun rise."
- I. Questions on the lesson:—When can we see the sun rise? Where can we see it best? What shows us that the sun is about to rise? What is often the colour of the sky at sunrise? How does the air feel? What may be heard in the trees? Why do the birds sing?
  - 2. Pronounce and spell:-

beam shows get'-ting fa'-ther re-plied' streak dawn lit'-tle climbed o'-ver

- 3. Transcribe the sentence beginning "Where must we."
- 4. Pick out from the lesson and spell all words like "light." Find others.



### THE SPARROW'S MORNING VISIT.

treat, a rich feast. grubs, insects that dig in intend, to mean, purpose. grubs, insects that dig in the ground.

- Glad to see you, little bird;
   Twas your pretty chirp I heard;
   What did you intend to say—
   "Give us something this cold day?"
- 2. That I will, and plenty too;
  All these crumbs I saved for you;
  Don't be afraid—for here's a treat;
  I will wait and see you eat.
- 3. O! such tales I hear of you! Chirp, and tell me, are they true? Robbing all the summer long, Don't you think it very wrong?
- 4. Yet you seem an honest bird; And I may say I've also heard That insects, grubs, and worms you eat, And other things that spoil the wheat.
- 5. So I will not try to know
  What you did so long ago;
  There's your breakfast, eat away,
  Come and see me every day.

### A NOBLE DOG.

weeds, plants on the banks surely, without any doubt. of the stream.

1. Four boys were playing with a small ship on the banks of a stream. The wind blew the ship against some weeds, and the boys feared that they were about to lose it.



- 2. One of the boys ran into the water to get the ship, but the water was deep, and the boy soon began to sink. He threw up his hands and called for help.
- 3. A lady, who was passing near the place, heard the poor boy's cry, and she also called

for help. But no one was near, and she feared that the boy would be drowned.

- 4. The lady had by her side a dog which knew what his mistress wanted, when she spoke to him.
- 5. She pointed to the boy in the water, and at once the dog sprang in, with a loud bark, as much as to say, "I will save him."
- 6. The boy was going to sink for the last time, when the dog caught him by his coat and held his head out of the water as he swam with him to the bank.
- 7. Then the noble dog swam back to his mistress, who stroked him and praised him for what he had done.
- 8. The boy's life was saved by this noble dog, for he would surely have been drowned but for the help which the dog gave him.
- 1. Questions on the lesson:—Where were the boys playing? What is a stream? How did the boy get into danger? Who was near? What did the lady do first? How did she get the dog to go into the water? What did the dog catch the boy by? What was the dog's reward?
  - 2. Pronounce and spell:

weeds swam stream four praised sure'-ly deep sprang threw lose mis'-tress drowned

- 3. Transcribe the first sentence down to "stream."
- 4. Pick out and spell all the words in the lesson that end in ed. Add as many others as you can.



### THE FARM.

- 1. Grace has been away from home for a week. She has been with her aunt at the farm.
- 2. When Grace came home, she had a great deal to tell of what she had seen. She said that each day she went to see the maid milk the cows. Some of the milk the maid gave to the calf in the pen.
  - 3. Grace's uncle gave her a dish full of corn

with which she fed the hens in the yard. The hens had no fear of her, for as soon as they saw her, they would come and pick the corn out of her hands.

- 4. Grace went to see the man who had charge of the pigs feed them in the sty. But she did not like the pigs so well as she did the hens, for they were not so clean.
- 5. When the sun was hot, Grace sat in the shade of a tree and made a house for her doll.
- 6. When it had set, the maid gave her some bread and milk, and then put her to bed.
- 7. Grace will talk for a long time of what she saw and did while she was with her aunt on the farm.
- 1. Questions on the lesson:—What animals did Grace see on the farm? What is got from the cow, from the calf, from the hen, from the pig? Whom did Grace stay with? What did her uncle allow her to do? Where did Grace go when it was hot?
  - 2. Pronounce and spell:-

aunt Grace week yard clean great deal uncle maid calf charge sty came home

3. Transcribe the first sentence.



## THE CAT, THE OLD MOUSE, AND THE YOUNG MOUSE.

advise, to warn.

| honest, not false looking.

- 1. The Cat.—Dear little mousie, come here to me. I will be so good to you. Come and just let me kiss you.
- 2. Old Mouse.—My child, I advise you not to go.
- 3. The Cat.—Just come. See, all these nuts will be yours if you will just kiss me once.
- 4. Young Mouse.—Only hear, mother, how kindly she speaks; I will go.

Old Mouse.—My child, do not go.

- 5. The Cat.—I will give you this bread, with sugar and other nice things, if you will come.
- 6. Young Mouse.—What am I to do? Oh, mother, do let me go.

Old Mouse.—My child, I pray you, do not go.

Young Mouse.—What will she do to me if I go? What an honest face she has!

The mouse goes.

7. The Cat.—Come, little fool! Come away.

Young Mouse.—Oh, mother, help me, she is choking me. Ah, the cruel one!

Old Mouse.—It is too late now. He who will not take warning cannot hope for help.

1. Pronounce and spell:

kiss	su'-gar	${f moth'}{ m -er}$	chok'-ing
young	kind'-ly	ad-vise'	cru'-el
mous'-ie	hon'-est	warn'-ing	can'-not

- 2. Transcribe the last sentence.
- 3. Find all the words in the lesson that are spelt with "ea."

### KINDNESS.

- Be kind, little children,
   To those who are poor,
   And ne'er against sorrow
   And want shut the door.
- 2. Be kind and be gentle
  To those who are old;
  For dearer is kindness,
  And better than gold.



### LITTLE WILLIE.



Our Willie we love,
The dear little boy,
To all in his home
A comfort and joy.

2.

At morn when he wakes
No grumbling is heard;
He springs out of bed
As bright as a bird.



He washes his face
And brushes his hair,
To no one he gives
Any trouble or care.

And when he is dressed,
He kneels down to pray,
And asks God to bless
And keep him all day.



5.

How happy and bright, How cheerful he looks, As, after his breakfast, He takes up his books!





When school-work is done
He is off to his play,
With hoop or with ball
As long as he may.

7.

But all his mamma
May ask him to do,
He does it at once,
And does it well too.



- 1. Transcribe the first two lines of verse 1.
- 2. Pronounce and spell in syllables:-

brush'-es troub'-le seat'-ed com'-fort break'-fast wash'-es Will'-ie grum'-bling cheer'-ful hap'-py

3. Write down in two rows those words that are alike in sound in the several verses, thus:—

boy joy looks, &c.

### THE HORSE-SHOE.

- 1. Tom was walking one day with his father in the country. "See," said Tom's father, "there lies a piece of a horse-shoe on the road. Pick it up, and take it with you."
- 2. "Oh! father," said Tom, "it is not worth while to stoop down for that."
- 3. Tom's father said nothing, but took up the iron and put it in his pocket. At the next village to which they came, he sold the shoe to the smith for a few pence, and bought cherries with the money.
- 4. They both went on together. The sun was hot. No house, no tree, no well was to be seen. Tom was faint with thirst, and found it hard to keep up with his father.
- 5. Then his father let fall a cherry, as if by chance. Tom picked it up greedily as if it had been gold, and put it at once to his mouth.
- 6. After going a little further, the father again let fall a cherry. Tom bent just as greedily to get it, and so with another and another.
- 7. In this way Tom's father let him get all the cherries.

- s. When Tom had eaten the last of them, his father turned round and said to him: "You see, my boy, if you had been willing to bend *once* for the horse-shoe, you would not have needed to bend *many times* for the cherries."
- 1. Questions on the lesson:—Why did Tom not bend down for the horse-shoe? What was got for it? What plan did Tom's father take to show him the worth of a broken shoe? What had Tom to do each time he got a cherry? How might he have saved himself the trouble of stooping so often?
  - 2. Pronounce and spell:-

piece	$\mathbf{pock'-et}$	coun'-try	fur'-ther
stoop	will'-ing	mon'-ey	to-geth'-er
bought	vill'-age	cher'-ries	greed'-i-ly

3. Transcribe the sentence beginning "In this way."

### SCHOOL TIME.

striving, working hard for thriving, getting on well. something.

- A time to be glad in, Not to be sad in;
- 2. A time for trying, And not for sighing.
- 3. A time for striving And hearty thriving.
- 4. The bright school year, O, hold it dear,
- For God who sends it, He only lends it.

### BABY LIONS.

pups, young dogs. | tame, to make gentle.

1. Baby lions look like pups. They will do you no harm. How fond of fun they are!



- 2. Here is a man who has got two young lions in his arms. He went to the den of the lion and took them away.
- 3. He will feed them well, and take good care of them. When they are old, he will keep them in a strong cage.
  - 4. See how fast he rides lest the old lion

get him, and tear him to pieces. The lion is near, and may make a spring.

- 5. In case he may do this, the man will drop one of the young lions, and the old lion will stop and take it back to his den. Then the man will get safely away.
- 6. Can men tame a lion? Yes, some lions can be tamed, and they often learn to like their keeper. He can make them jump, and do just as he tells them.
- 1. Questions on the picture and lesson:—What has the man got? What are they like? How did he get them? What will he do with them? What danger is he in? How will he escape it?
  - 2. Pronounce and spell:-

strong li'-ons safe'-ly tamed young ba'-by keep'-er a-way'

3. Transcribe the sentence beginning "See how fast he rides."

### WORK AND PLAY.

- Work while you work,
   Play while you play,
   That is the way
   To be cheerful and gay.
- All that you do,
   Do with your might.
   Things done by halves
   Are never done right.

- 3. One thing at a time. And that thing done well, Is a very good rule, As many can tell.
- 4. Moments are useless Trifled away: So work while you work, And play while you play

### THE ROBIN.

guest, a friend who had awakes trust, makes one stayed with them.

feel trust. begets, is the cause of.

- 1. In the depth of winter, a robin came to the window of a farm-house. He stood on the window-sill and looked as if he would say, "Will no one take me out of the cold?"
- 2. The farmer opened his window and gently took the trustful little bird into his house.
- 3. The robin picked up the crumbs under the table, and the children of the farmer got quite fond of their new friend, and treated him kindly.
- 4. But spring came, and the bushes and trees were covered with leaves. Then the farmer opened his window, and his little

guest flew away into the wood, that was near at hand. Here the robin built a nest for himself, and sang his joyful song.

- 5. But when it was winter once more, the robin came again into the farmer's house, and brought his little wife with him.
- 6. The farmer and his children were glad, when they saw from the bright eyes of the two little birds how much they trusted them.
- 7. The children said to their father, "The little birds look at us as if they would speak."
- 8. "If they could speak," said their father, "they would say, 'Trust awakes trust and love begets love."
- 1. Questions on the lesson:—Where did the robin come to? At what season did he come? Where did he stand? What did he seem to say? Who took him in? At what season did he go away? Where did he go to? What did he do there? When did he come back? Who was with him? What did the farmer think the two robins wanted to say?
  - 2. Pronounce and spell:-

depth rob'-in chil'-dren treat'-ed guest win'-ter win'-dow o'-pened built farm'-er gen'-tly cov'-ered

3. Transcribe the first sentence.



### ROBIN 'S COME.

brooklet, a small stream.
bower, a seat covered with
roses or ivy.

daffodil, a yellow spring flower. strain, notes of a song.

- From the elm-tree's topmost bough,
   Hark, the robin's early song,
   Telling one and all, that now
   Merry spring-time hastes along;
   Glad the news to us you bring,
   Little messenger of spring!
   Robin 's come.
- 2. Of the winter we are weary—
  Weary of its frost and snow,
  Longing for the sunshine cheery,
  And the brooklet's gurgling flow;
  Gladly then we hear you sing,
  When returns the green-robed spring.
  Robin 's come.
- 3. Ring it out o'er hill and plain,
  Through the garden's lonely bowers,
  Till the young leaves live again,
  Till the air is sweet with flowers;
  Wake the cowslips by the rill,
  Wake the yellow daffodil—
  Robin 's come.

- 4. Then as you were wont before,
  Build your nest and rear your young
  Close beside our cottage door,
  Safe the hawthorn leaves among;
  Hurt or harm you need not fear,
  Nothing rude shall e'er come near.
  Robin 's come.
- 5. Singing still o'er yonder lane,
  Robin answers merrily.
  When she hears the joyful strain,
  Alice claps her hands with glee,
  Calling from the open door,
  With her soft voice o'er and o'er,
  "Robin 's come, Robin 's come!"
- 1. Questions on the lesson:—Where does the robin sing? What does the robin's song tell? What kind of news is it? Why are we glad when spring comes? Where is the robin asked to build? What promise is made to the robin if he builds near the cottage?
  - 2. Pronounce and spell:-

bough	top'-most	wea'-ry	$\mathbf{daf'} ext{-}\mathbf{fo} ext{-}\mathbf{dil}$
bow'-er	$\mathbf{cow'} ext{-slip}$	cheer'-y	mess'-en-ger
flow'-er	brook'-let	haw'-thorn	mer'-ri-ly

3. Transcribe two lines at the beginning.



### THE BAT.

barn, a house where corn or insects, flies, bees, moths, hay is kept.

1. Is this a bird?—No; it is a bat. It has wings, and flies like a bird: but its head and ears, its skin and its teeth, are like those of a mouse.



- 2. The bat cannot see well in the daytime. Its eyes are small, and it cannot bear the strong light of the sun.
- 3. In the daytime the bat hides away in some old barn or shed; but as soon as the sun has set, and it is growing dark, the bat comes out and flies about, trying to catch moths and other insects.
  - 4. In the summer, at night, the bat will often

fly through an open window into a lighted room, and then you can catch the bat if you wish.

- 5. Take care not to grasp it with your hand, for it has sharp teeth, and it will bite you. You can hold it by its wings.
- 6. Let the poor bat go, for it will do you no harm if you let it alone.
- 1. Questions on the lesson:—In what things is the bat like a bird? In what things is it like a mouse? When can the bat see best? Where does it go in the daytime? What does the bat live on? Where does it sometimes go in summer? How may you hold a bat?
  - 2. Pronounce and spell:-

eyes teeth owl hides try'-ing o'-pen flies bear room through in'-sects light'-ed

3. Transcribe from "In the daytime," down to "shed."

#### TRUST FATHER.

yoke of oxen, two oxen fastened together for drawing.

- 1. Nellie Parsons went to a school in the country. It was about a mile from her home. The distance was too great for her to walk in winter. Her father always sent her to school in the morning in a carriage, and brought her home at night in the same way.
- 2. One day Nellie's father stopped at the school-house, and calling her out, said, "I am going some miles along the road, and

may not return till after school is out. But wait for me till I come. I shall be here before dark."

- 3. When school was over, the children wrapped themselves in their cloaks and shawls, and set out for home.
- 4. "Are you not going?" asked one of the last that left the school-room, as she saw Nellie take her seat by the stove. "Father told me to wait for him," said Nellie.
- 5. "Are you not afraid to stay here alone?" asked the girl. "What is there to be afraid of? It is nice and warm here," replied Nellie. "I should be afraid to stay here alone," said the girl. "It will be dark pretty soon." "Father said he would be here before dark."
- 6. "But what will you do if he does not come?" "Father is sure to come for me," answered Nellie, "he said he would."
- 7. At last Nellie was left alone. The sun went down, and it began to be gloomy. She went to the door and looked out for her father. He was not in sight.
- s. Presently a man came along with a yoke of oxen and a cart. He knew Nellie. "What are you doing here?" he asked her, when he saw her standing at the door.

- 9. "I am waiting for father," was her answer. "It will soon be dark," he said. "You had better get on my cart, and go as far as our house. It would not be pleasant for you to stay here all night."
- 10. "Father will be sure to come for me," said Nellie. "He told me to wait till he came."
  - 11. It was nearly dark, but not quite, when her father drove up to the door. He had been kept longer than he expected, and he had left his business unfinished in order to keep his promise, and to get back to his dear child before dark.
  - 12. "Were you afraid I would not come, Nellie?" he asked, as he wrapped her up in his warm fur overcoat. "No, father," was the answer of the loving child; "you said you would come, and I knew I could trust you."
  - 1. Questions on the lesson:—How far was Nellie's school from her home? How did she go to school in winter? What did her father, one day, ask her to do? Who first advised her to go away home? What was Nellie's answer? Who next asked her to go away? When did her father come? What had he done in order to be in time?
    - 2. Pronounce and spell:-

brought	${f stopped}$	chil'-dren	$\mathbf{a} ext{-}\mathbf{fraid}'$
Nel'-lie	wrapped	car'-riage	bus'-i-ness
gloom'-y	asked	dis'-tance	${ m an'}$ -swered

3. Transcribe from the beginning down to "winter."



COAL MINES.

- 1. The coal which we burn in our fires is got in mines deep down under the ground.
- 2. Do you see in the picture two waggons or cars in which men are going down into the pit to dig coal?
- 3. See how thick and strong the ropes are that hold the waggons. If the ropes were to break, the waggons would rush down to the bottom of the mine, and be dashed in pieces.
- 4. Many men and boys are at work in the coal mines both day and night.
- 5. In the mines it is dark, and the men have small lamps on their caps which give them light.

- 6. The men have sometimes to lie on their backs or on their sides when they are digging out the coal.
- 7. The work is hard, and the men often lose their lives in the mines. A piece of coal may fall and crush them.
- s. If there is bad gas in the mine, and a light is near, it will explode and many men may be killed.
- 1. Questions on the lesson:—Where is coal got? Where are the mines? How do the men sometimes get down to the mines? Why are the ropes so thick? Why do the men need lamps? Where are the lamps worn? Why are they worn there? How is the work hard? Tell two things that make it dangerous.
  - 2. Pronounce and spell:-

pic'-ture go'-ing killed ex-plode' bot'-tom wag'-gons dig'-ging dashed some'-times man'-ly

3. Transcribe the sentence beginning "Many men."





THE LION.

prowls, wanders up and prey, a wild beast's food, down.

- 1. This lion, as you see, is in a cage. How grand and king-like he looks! But he is much more like a king when he is free.
- 2. In the daytime the lion likes to sleep. When the sun has set, he comes out of his den and prowls about in search of prey.
  - 3. His plan is to lie down out of sight, and

when a deer or horse passes by, he then springs on it and kills it.

- 4. Often the lion comes near to men's houses and fields, and kills an ox or a cow and drags it away. How strong he must be, if he can carry away a great ox to his den!
- 5. The man who takes care of the lion in the cage brings him raw meat, which he tears with his claws and sharp teeth.
- 6. The lion cannot eat grass and hay like the horse or the cow.
- 7. The lion has a great mane hanging down round his head and over his neck. The mane helps to give him his noble look. The lioness has no mane.
- 8. The voice of the lion is very powerful, and when he roars all the beasts of the forest flee away from him in fear.
- 9. Because he is so strong and bold he is sometimes called the "King of Beasts."
- 1. Questions on the lesson:—What is said of the look of the lion? What name does he sometimes get? What does he do by night? When does he sleep? How does he get his prey? What shows his great strength? What does the lion in the cage eat? What is that he has on his neck?
  - 2. Pronounce and spell:-

beasts li'-on-ess pass'-es king'-like mane pow'-er-ful car'-ry hang'-ing

3. Transcribe from "The man who takes care" down to "raw meat."

# A LIGHT IN THE WINDOW.

widow, a woman whose | cottage, a small house. husband is dead.

island, land with water all round it.

- 1. A poor widow had a small cottage which stood on the edge of a rock near the sea.
- 2. From her window the widow could see the ships as they passed, and sometimes she had seen them thrown on the rocks in a storm.
- 3. One night the wind was high, and the sea was rough. So the widow put a lamp in her window to warn the sailors that rocks were close at hand.
- 4. Next night the lamp was lit again and put in the same place.
- 5. All her life after, in the dark and stormy winter nights, the widow's lamp cast its bright rays upon the sea.
- 6. The place in which the widow lived was Staffa, an island on the west of Scotland.
- 7. They say that many sailors were saved from death by the kind woman who made a lighthouse of her little cottage.
  - 8. How many deeds of kindness A little child can do, Although it has but little strength And little wisdom too.

- 1. Questions on the lesson:—Where did the widow live? What is Staffa? Near what country is it? Where had the widow her house? What did she do with her lamp? Why did she put it in her window? How long did she continue to do so? What good was done by the widow's lamp? What might her cottage be called? [A lighthouse.]
  - 2. Pronounce and spell:-

wi'-dow cot'-tage Scot'-land Staf'-fa win'-dow sail'-ors is'-land light'-house

3. Transcribe the first two lines of the lesson.

#### THE NUT.

kernel, the part of a nut that may be eaten.

- 1. Two boys found a nut under a large tree near their home.
- 2. "The nut is mine," said James, "for it was I who saw it first." "No, it is mine," cried Robert, "it was I who picked it up." Thus a fierce quarrel sprang up between James and Robert.
- 3. "I will set it all right," said a young man who was passing just at that time. He put himself between the two boys, cracked the nut, and said:—
- 4. "The one of the shells belongs to him who first saw the nut. The other shell is for him who picked it up."

- 5. "As for the kernel, I keep it to myself as payment for what I have done."
- 6. "That," added he, smiling, "is the way in which most quarrels end."

## TAUGHT BY PAIN.

was aware, knew.

advice, what he was told to do.

- 1. Two boys went into a garden to play. The man who had charge of the garden warned them not to go too near the beehives, lest they should be stung.
- 2. "No bee has ever yet stung me," said one of the boys, and he went boldly up to the hive. Before he was aware of it, he had got a sting which pained him not a little.
- 3. So he became wise by suffering. The other boy was wise in taking advice.
  - 4. Which of them was the wiser boy?
- 1. Questions on both lessons:—What caused the quarrel between James and Robert? Why did James claim the nut? Why did Robert? How was the dispute settled?

What warning did the boys get when they went into the garden? What reason did the one give for not heeding it? What was the consequence? How was the other the wiser boy?

2. Pronounce and spell:-

James quar'-rel pass'-ing smil'-ing ad-vice' Rob'-ert ker'-nel pay'-ment a-ware' suf'-fer-ing

3. Transcribe the first sentence.

#### THE TWO KITTENS.

- Two little kittens, one stormy night, Began to quarrel, and then to fight; One had a mouse, the other had none, And that was the way the strife began.
- 2. "I'll have the mouse," said the older cat:
  "You'll have the mouse? We'll see about
  - " You'll have the mouse? We'll see about that."
  - "I'll have it indeed," said the bigger one, "I'll see to that," said the little one.
- 3. I've told you then 'twas a stormy night When these two kittens began to fight; The old woman seized her sweeping broom, And swept these kittens out of the room.
- 4. All the ground was covered with snow, And nowhere had these kittens to go; So they laid them down close by the door, Until the old woman had broomed the floor.
- 5. Then they crept in as quiet as mice,
  All wet with snow, and as cold as ice,
  Thinking it better, that stormy night,
  To share their mouse, than quarrel and
  fight.
- 1. Questions on the lesson:—What did the kittens quarrel about?
  What kind of night was it? What was on the ground? Who

stopped their fighting? What did the woman do to them? Where did the kittens go? At last what did they think it best to do?

2. Pronounce and spell:-

kit'-ten big'-ger seized sweep'-ing broom'-ing think'-ing in-deed' storm'-v wo'-man un-til'

- 3. Transcribe the first two lines.
- 4. Find all the words in the lesson which are spelt with double letters, as, little, kittens, &c.



#### THE SNAIL'S SONG.

rack their brains, try hard | refuge, a place to flee to. to find. cell, a small room.

attack, trying to hurt.

1. The rich and the great May live in great state,

And their brains for new pleasures may rack;

No trouble I know,

As, quiet and slow,

I carry my house on my back.

2. If danger be near,
The horns which I wear
I draw in for fear of attack:
My refuge is nigh,
All safely I lie
In the house which I bear on my back.

3. The rain and the snow
Never come in you know,
The nice little walls never crack:
So leave me to dwell
Content in my cell,
And carry my house on my back.

1. Questions on the lesson:—What does the snail's shell serve for? Where does he carry his house? What has the snail on his head? When does he draw them in? Where does he go in time of danger? What does he call his house on that account? What does the shell keep out? How does he feel in regard to the shell?

2. Pronounce and spell:-

dan'-ger at-tack' rack their brains con-tent' re'-fuge carry my house pleas'-ure safe'-ly nice little walls

3. Find the words in the lesson that rhyme with back, know, nigh, great.



# NORTH, SOUTH, EAST, WEST.

vane, that which shows by its turning the direction of the wind.

1. Which way is east?—East is where we



- see the sun rise in the morning.
- 2. Now can you tell which way is west?—Yes, I can; west is where we see the sun set.
- 3. If you point with your right hand to the east and with your left hand to the west, north will be in front of you, and south will be behind you.
- 4. If you stand with your face to the sun when it is noon, south

will be in front of you, and north behind you.

- 5. The east will then be on your left hand, and the west on your right hand.
- 6. The four letters N, E, S, W, stand for *North*, East, South, and West.

- 7. If you look at these letters, they will tell you which way is east, which is west, which is north, and which is south.
- 8. They will also tell you, by means of the vane, from which point the wind blows at any time.
- 9. These four letters spell N E W S, which comes to us from all parts of the world.

How beautiful is the rain! After the dust and the heat, In the broad and fiery street, In the narrow lane; How beautiful is the rain!

- 1. Questions on the lesson:—Point to the vane in the picture. What is its use? In a house which has windows on all sides which rooms get the sun in the morning? Which in the evening? Which at mid-day? When you are looking to the sun in the morning where is west? Where is north? Where is south? [Other cases may be supposed.]
  - 2. Pronounce and spell:-
- east south vane front morn'-ing let'-ters west north point world be-hind' quar'-ters
  - 3. Transcribe the sentence beginning "They will also tell you."





THE BEE AND THE DOVE.

brook, a small stream of sportsman, one who shoots water.

- 1. One day a bee fell into a brook. A dove saw it fall, and broke off a leaf from the tree on which it was sitting, and threw the leaf to the bee.
- 2. The bee climbed up on the leaf, and was not long of getting itself out of the brook.
- 3. A short time after, the same dove was sitting, quite happy, on a branch.
  - 4. The dove did not know that a sports-

man had already pointed his gun at it. But the bee saw the sportsman, and flew quickly and stung his hand.

5. Puff! the whole of the shot went past, and the dove flew away.

To whom did the dove owe its life?

- 6. To do to others, as I would
  That they should do to me,
  Will make me fair, and kind, and good,
  As children ought to be.
- 1. Questions on the lesson:—What danger was the bee in? Who saved the bee? How? How did the bee repay the dove's kindness?
  - 2. Pronounce and spell:-

dove	owe	$\mathbf{sit'}$ -ting	sports'-man
brook	$\mathbf{threw}$	get'-ting	al-read'-y
broke	stung	hap'-py	quick'-ly

- 3. Transcribe the sentence beginning "The bee climbed."
- 4. Write down together the words in the lesson which end in e or ee, as, one, &c.



#### SPRING.

vales, the low places between hills.

Merry spring,
Will you bring
Back the little birds to sing?

I am sad;
Make me glad,
Gentle, merry, laughing spring.



2. Winter's snow
Soon will go
From the hills and vales below;
Then your showers
Will make the flowers
Over all the hillsides grow.

3. Yes, I know
They will grow,
For my father told me so,
When I cried
Because they died
At the coming of the snow.



4. Father said,
"They're not dead,
Only sleeping in their bed;
When spring rain
Comes again,
Each will raise its tiny head."

1. Pronounce and spell in syllables:-

mer'-ry show'-ers ti'-ny laugh'-ing gen'-tle flow'-ers be-low' hill'-sides

- 2. Transcribe the first verse.
- 3. Write down in rows the words which rhyme with one another.

### THE MOUSE'S TAIL.

stall, the place where a cow | corn-crib, a box for holdor horse is kept and fed. | ing corn.

- 1. A black cat bit off the nice long tail of a little gray mouse. The mouse was sad at the loss of her tail and said, "Old cat, will you please to give me back my great long tail?"
- 2. "Yes," said the cat, "I will give it to you if you will bring me a cup of milk."
- 3. So the mouse ran to the barn to an old red cow that was in the stall. She said, "Please, old cow, will you give me a cup of milk for the cat, and she will give me back my great long tail."
- 4. The cow said, "Yes, if you will bring me a bunch of hay."
- 5. Then the mouse went to the farmer and said to him, "Will you please to give me some hay for the cow, and she will give me a cup of milk for the cat, and the cat will give me back my great long tail."
- 6. The farmer said, "Yes, I will give you the hay if you will not go into my corn-crib and eat my corn."
- 7. The little mouse said she would never, never touch the corn. So the farmer gave

her a bunch of hay, which she gave to the cow, and the cow gave her a cup of milk, which she gave to the cat; and the old cat gave her back her great long tail, which made the mouse very happy.

- 8. But, best of all, she kept her word and did not touch the farmer's corn.
  - 1. Pronounce and spell:-

loss	$_{ m please}$	bit off	little gray mouse
stall	touch	corn-crib	bring a cup of milk
bunch	black	nev'-er	great long tail

- 2. Transcribe the sentence beginning "Yes, said the cat."
- 3. Find all the words in the lesson which have ai and ea in them.

## COUNTRY SOUNDS.

The wind blows, the cow lows,
The girls babble, the geese gabble,
The boys ha-ha, the sheep ba-ba,
The bells all ring, the birds all sing,
The cart wheel squeaks, the barn door creaks,
The joiner saws, and the donkey hee-haws,
Who can hear his voice, amidst this noise?





THE SWAN.

of birds.

arches, bends like a bow. down, the fine, soft feathers graceful, pleasingly beauti-

- 1. What does this bird look like? It looks Is it a goose? No, it is a like a goose. large white swan.
- 2. How graceful the swan is, as it arches its neck and glides smoothly upon the face

of the water! Why does it move its broad black feet so?

- 3. That is the way in which it swims. It pushes against the water with its flat feet, and it is thus that it moves along. The swan uses its feet like oars.
- 4. But the swan can fly as well as swim, for its wings are large and strong.
- 5. If any one tries to harm the swan, it will beat him with its wings, or strike him with its beak.
- 6. The swan builds its nest of small sticks, dry grass and leaves. You may find it on the ground not far from the water. The swan's eggs are large and almost white.
- 7. The swan is gray when it is young, but as it grows old it becomes as white as snow. Do you know what name is given to a young swan? Yes, it is called a cygnet. The cygnet has fine soft down.
  - 8. Over the waters I gently glide,
    Make no ripple upon the tide,
    One thing only I have to say,
    Have you some bread to give away?
  - 9. Soon a child by the pond will stand Feeding the swan from his little hand.

- 1. Questions on the lesson:—What is a young swan called? Its colour? What of its down? Where does the swan build? What does it use? How can the swan defend itself? For what other purpose can the swan use its wings? What does the swan use to move it in the water?
  - 2. Pronounce and spell:

goose	arch'-es	${f smooth'}{-ly}$	rip'-ple
swan	push'-es	gent'-ly	feeding the swan
down	plac'-es	$\mathbf{cyg'} ext{-}\mathbf{net}$	upon the tide

- 3. Transcribe the sentence beginning "It pushes against."
- 4. Find all the words in the lesson with oo in them.

## THE DOG IN THE MANGER.

- 1. An ox was going to his manger. The manger is the box in which his food is placed. The ox's food is hay, or straw, or turnips.
- 2. But the ox found a cross dog in the manger that barked and growled at him.
- 3. The poor ox did not dare to go near his manger for fear this cross dog would bite him.
- 4. The dog could not eat the hay himself, and yet he would not let the ox eat it.
- 5. Is not this like some cross little boy who will not play with the ball himself, and yet will not let his sister play with it?

#### WOLF! WOLF!

- 1. A shepherd boy was watching his sheep on the side of a hill. Close by was a wood in which were wolves.
- 2. One day the boy was heard to cry, Wolf! wolf!
- 3. A man who was near ran to drive off the wolf. But there was no wolf. The boy said it was fun, and that he was the wolf himself.
- 4. Another day the boy again cried, Wolf! wolf! and again the man ran to help him.
- 5. At last the wolf did come, and the boy called out, Wolf! wolf! as loud as he could.
- 6. But this time the man did not go to drive off the wolf, for the boy had told him a lie.
- 7. The wolf killed the boy's dog and carried off the sheep.
  - 8. A liar we can never trust, Even if he speak the thing that's true.
  - 1. Pronounce and spell:-

man'-ger barked wolf shep'-herd cried tur'-nips li'-ar wolves growled car'-ried

2. Transcribe the sentence beginning "The dog could not."

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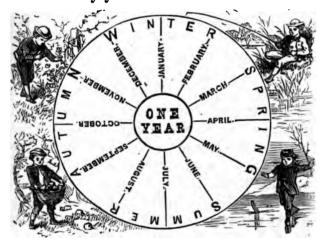
#### TIME.

- 1. Sixty seconds make a minute, Sixty ticks the clock gives in it.
- 2. Sixty minutes make an hour, Do all the good that's in your power.



- 3. Twenty-four hours are a night and a day, Time given us to sleep, to work and to play.
- 4. Seven days are the number that make up a week,
  - One day God has given true wisdom to seek.

- 1. Four full weeks, but often more, Go to make a month's clear score.
- 2. Twelve passing months make up a year, From January to December drear.
- 3. Days three hundred sixty-five Make a year in which to strive Right good deeds each day to do, That every year be wise and true.



- 1. Questions on the lesson:—How many days in a year? a month? a week? &c.
  - 2. Pronounce and spell:—

    six'-ty min'-utes num'-ber wis'-dom

    twen'-ty pow'-er twelve De-cem'-ber

    sec'-onds sev'-en hun'-dred Jan'-u-a-ry
- 3. Transcribe frequently the names of the days of the week, and of the months of the year.

# THE CHICKENS THAT WOULD NOT BE TAME.

- 1. Jane's father had a small farm in the country. One day she went to a village near at hand, to visit an old woman who kept a few hens.
- 2. The old woman's hens were so tame that they would eat corn and crumbs out of her hands when she called them to her. "Oh, how nice that is!" said Jane, "I shall teach our hens and chickens to do it also."
- 3. As soon as the girl got home, she went out into the yard with corn and crumbs in her hand. She called the hens and their chickens, but they would not come to her.
- 4. The fowls were afraid, for Jane used to throw sticks at them every time they came near the house.
- 5. When the little girl saw that the chickens would not eat out of her hand, she was very angry.
- 6. "You bad chickens," she said, "I will catch you and make you eat out of my hand." Saying this, she ran after them and tried to seize them. But some ran one way and some another, and she could not lay hold of any of them.

- 7. The next day little Jane went again to the house where she had seen the tame fowls. She told the old woman how her chickens would not let her come near them.
- 8. "I do not see," said Jane, "why they are not nice, gentle chickens, like those which you have."
- 9. "Well," said the old woman, "perhaps they would be tame if you had always treated them as kindly as I treat my hens.
- 10. "I have been good to them ever since they came out of their shells, and now they are not at all afraid of me.
- 11. "If you throw sticks at your chickens, or chase them about the yard, they cannot help being afraid of you, and they will never come to you and eat out of your hand."
- 12. What the old woman said was quite true. If any of you have birds, or animals which you wish to tame, you must always treat them so kindly that they will never have any reason to be afraid to come to you.
- 1. Questions on the lesson:—What did the girl wish her chickens to do? What made the chickens afraid of the girl? How did the old woman say she had got her hens to be so tame?
  - 2. Pronounce and spell:-

tame chick'-ens vil'-lage an'-i-mals crumbs wo'-man a-fraid' near the house sticks be-cause' an'-gry I will catch

3. Transcribe the sentence beginning "I have been good."

#### SOWING AND REAPING.

farmer, one who has land | was surprised, thought it which he ploughs, sows, and reaps.

strange.
harvest, time for cutting ripe corn.

- 1. Will's father was a farmer. One day Will went with his father when he was about to work in the fields.
- 2. When the two came to one of the fields, Will saw his father take some corn out of a bag and throw it up and down over the land.
- 3. Will thought this a very strange thing to do, and cried out, "What are you doing, father? Are you going to waste our corn? Mother will not let us touch the corn, for she says that you must work hard in order to get it.
- 4. "If she knew that you are throwing it away it would vex her. I will not tell her of it."
- 5. "You must tell all to your mother, my child," said Will's father smiling, and he went on sowing, but said no more.
- 6. The cold came, and Will did not go back to the field again for some months. When he went back he saw that a pretty green plant had grown over all the places where

his father had thrown the corn. He was again surprised.

- 7. Another day Will went to the fields with his parents. It was the time of harvest. The field was white with ripe corn.
- 8. His mother said to Will, "Do you see, my child, how the corn has grown, and how each straw bears a large ear. We are going to cut it down."
- 9. Will now knew why his father had thrown the corn on the land, and saw that we must sow if we would reap.
- 1. Questions on the lesson:—What is putting seed into the ground called? When is that done? When Will's father was sowing, what did Will think he was doing? Whom did Will think the wasting of the corn would vex? Why? When did he find out his mistake? [In harvest.] What had he seen on the ground between sowing time and harvest? What were the green blades?
  - 2. Pronounce and spell:-

strange sow'-ing sur-prised' har'-vest the cold came thought smil'-ing pa'-rents farm'-er I will not tell knew moth'-er throw'-ing fa'-ther sow and reap

3. Transcribe the sentence beginning "You must tell all to your mother," down to "smiling."





FLESH-EATERS.

crunch, to crush with the sparkle, to seem to send teeth.

- 1. Look at the cat,—your puss,—which loves so much to warm itself in the sun or near the fire. I do not need to tell you that it has four paws, and is covered with fur. You know also that it has claws and teeth.
- 2. What is the use of these claws? You have seen puss watch the mice. Is it not with her claws that she catches them? And her teeth,—above all, these four large teeth at the side, which puss shows when she is angry, what is the use of them? Is it not to crunch the mice with?
- 3. All animals, such as the cat, which eat other animals, we call flesh-eaters.

- 4. In the forests of warm countries there are large flesh-eating animals which are very like the cat, and their eyes, like those of the cat, sparkle in the dark.
- 5. They have large claws, which they put out and draw in when they please. They are very fierce. These great flesh-eaters are lions, tigers, and some others.
- 6. Now let us look at our dog. He also has claws on his paws. But these claws are not sharp. He has also four large teeth besides many small ones.
- 7. These four teeth are called dog-teeth. They are made to tear flesh with.
  - 8. The dog is then a flesh-eating animal.
- 9. The wolf which eats the sheep, and the fox which is fond of hens and chickens, are also flesh-eaters, like the dog.
- 10. Cats and dogs are not, like the lion and the wolf, wild and fierce. They were once wild.
- 11. But they have been tamed, and finding that man did them good, they have become quiet and peaceful.
- 12. They are now the friends and servants of man.
- 1. Questions on the lesson:—What kind of eater is the cat? What are the cat's claws for? And its teeth? Which teeth does it use

chiefly? Where else are flesh-eaters to be found? Name some found in warm countries. How is the dog like the cat? What use does he make of his dog-teeth? What other animals are like the dog? Were dogs and cats always as they are now? What has changed them?

2. Pronounce and spell:-

crunch fierce li'-on chick'-ens flesh'-eaters sparkle for'-est ti'-ger coun'-tries peace'-ful

3. Transcribe "Cats and dogs" down to "fierce."

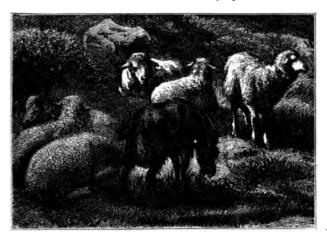
## GRASS-EATERS.

browse on the leaves, to defend, to keep from harm. feed on them.

- 1. You have perhaps passed a farm-house and have seen in the yard cows, goats, and sheep; or you have met them going to the fields under the care of a shepherd.
- 2. What were they going to do in the fields? They were going to graze, that is to say, to eat the grass or browse on the leaves.
- 3. These animals have no sharp teeth like the cat or tiger. They have no need of them, for they do not eat flesh. They live on grass, and that is why they call them grasseaters.
  - 4. Most of these grass-eaters have horns.

They use the horns to defend themselves if they are attacked.

5. Some of the grass-eaters, like the ox, which in some countries they yoke to the



plough, and the cow which gives us milk, have their hair smooth.

- 6. Others, like the goat, have their hair long and rough. Others again, like the sheep, have the hair fine, and then it is called wool. We use the wool to weave into clothes.
- 7. All these animals of which I have spoken have not claws on their feet like the flesh-eaters. They have large hard hoofs, and these hoofs are always parted in the middle.

- s. So we say these grass-eating animals have the foot *cloven*.
- 9. There are other grass-eaters besides the cow, the sheep, and the goat. The horse and the ass are grass-eaters. They eat straw and hay. These have not horns.
- 10. Their hair is short, but on their neck it is long and forms what is called a mane. They also have hoofs, but these hoofs are not parted like those of the ox and the sheep.
- 1. Questions on the lesson:—Name some grass-eaters. What do they live on? How do they defend themselves? What kind of hair has the ox, the goat, the sheep? What is the hair of the sheep called? What use is made of it? What is meant by cloven? [Divided.] Why are the feet of some animals said to be cloven? Name grass-eaters that have no horns. How are the hoofs of these different from the hoofs of the others?
  - 2. Pronounce and spell:-

wool browse de-fend' mid'-dle a horse's mane hoof graze clov'-en an'-i-mals the cloven foot plough clothes par'-ted grass'-eaters browse on leaves

3. Transcribe "There are other grass-eaters," down to "the goat."



## THE STARS AND THE BABIES.

- When the stars go to sleep,
   The babies awake,
   And they prattle and sparkle all day;
   Then the stars light their lamps,
   And their playtime they take,
   While the babies are sleeping away.
- So good night, little baby,
  And shut up your eyes;
  Let the stars have their turn at play;
  They soon will begin
  To shoot through the skies,
  And dance in the bright milky way.
- No, no, my dear nurse,
  I can't go to sleep;
  Since you've put it into my head,
  Let us have with the stars,
  One game at bo-peep;
  Then good night, and a kiss, and to bed.



#### JESSIE'S PAINS.

- 1. Jessie sat down beside her mother to sew. She was making a pillow-case for her own little pillow.
- 2. "Must I do all this?" she asked in a discontented tone, holding out the seam. "That is not much for a little girl who has a work-basket of her own," said her mother.
- 3. "Yes," thought Jessie, "mother has given me a work-basket, and I ought to be willing to sew;" and with that she took a few stitches quite diligently.
- 4. "I have a dreadful pain in my side," said Jessie in a few minutes. "My thumb is very sore," she said a few minutes after. "Oh, my hand is so tired." That was next. And with that she laid down her work.
- 5. Next there was something the matter with her foot, and then with her eye. At length the sewing was done. Jessie brought it to her mother.
- 6. "Now, may I go out to play?" she asked, in such a changed tone you could hardly believe it was Jessie's.
- 7. "Should I not first send for the doctor?" said her mother. "The doctor for me,

mother?" cried the little girl, as surprised as could be.

- 8. "Certainly," said her mother; "a little girl so full of pains must be sick, and the sooner we have the doctor the better."
- 9. "O mother," said Jessie, laughing, "they were only sewing-pains. I am well enough now."
- 10. It is a sure sign that children are not what they ought to be if they have pains when their fathers or mothers have work for them to do.
- 1. Questions on the lesson:—What was Jessie sewing? How did she show that she was not pleased? What did her mother remind her of? What did she complain of next? After the work was done what did she wish to do? What did her mother propose? How did Jessie explain her pains?
  - 2. Pronounce and spell:-

seam	length	dread'-ful	$\mathbf{sur}\text{-}\mathbf{prised'}$
stitches	$\mathbf{Jes'}$ -sie	laugh'-ing	work-bask-et
thumb	sew'-ing	be-lieve'	cer'-tain-ly
thought	mat'-ter	$\mathbf{doc'} ext{-}\mathbf{tor}$	di'-li-gent-ly

3. Transcribe the sixth paragraph.





THE MOON.

- 1. What bright light is that which I see in the east?
- 2. Wait a short time and you will find out. Oh, it is the moon! How red and round it is, and how large it looks!
- 3. Yes, the moon is large and round because it is now full moon. Two weeks ago it was new moon and you saw it in the west just after the sun had set.

- 4. How did it look then? Can you tell me? It looked like a bow that is bent, a pretty bright bow. You saw that it grew larger from night to night, and that when the sun set it was further from the west.
- 5. Now you see that it is quite full and round, and when the sun has gone down it rises in the east.
- 6. If you watch the moon now, you will find that every night it will grow less and less, and it will rise later and later.
- 7. Then in two weeks more you will again see it like a bright bow in the west, just after the sun has gone down.
  - 8. There's a ship on the sea.
    It is sailing to-night,
    Sailing to-night;
    And father's on board
    And the moon is all bright.
  - 9. Dear moon, he'll be sailing
    For many a night,
    Sailing from mother and me;
    Oh, follow the ship
    With your silvery light,
    As father sails over the sea.
- 1. Questions on the lesson:—Where was the light the child saw? What did it turn out to be? When the moon is large and round,
  (93)

what do you say it is? How did it look two weeks before? What would you say it was then? After it has been full moon what change in its appearance takes place?

2. Pronounce and spell:-

bow sail'-ing la'-ter sil'-ver-y watch shin'-ing o'-ver new moon board looked man'-y full moon

3. Transcribe three lines beginning "There's a ship."

#### HOW TO GET ON.

- Drive the nail aright, boys,
   Hit it on the head;
   Strike with all your might, boys,
   While the iron's red.
- 3. Standing at the foot, boys, Gazing at the sky; How can you get up, boys, If you never try.
- Though you stumble oft, boys,
   Never be down-cast;
   Try and try again, boys,
   You'll get on at last.

#### LITTLE THINGS.

- 1. Pat, pat, patter falls the rain, Down upon the window-pane; Shall I tell you what it said, As I heard it on my bed?
- Very little things are we,
   From the clouds where none can see,
   Yet we little drops of rain
   Never fall to earth in vain.
- Now as still as dew we fall,
   Noiseless, but refreshing all;
   Now again our gentle showers
   Moist the ground and cool the flowers.
- 1. Pronounce and spell:-

reach	a-right'	down'-cast	show'-ers
pane	gaz'-ing	pat'-ter	flow'-ers
vain	stum'-ble	noise'-less	re-fresh'-ing

2. Transcribe two lines from "Very little things."



## THE LITTLE BASKET-MAKER.

willows, bushes from whose shoots baskets are made. slaves, servants who are the property of their master.

- 1. Little Edward's parents were rich. Edward trusted to their riches and did not think that he needed to learn to do anything.
- 2 Jacob, the son of a poor neighbour, learned to make baskets with great ease.
- s. One day Edward was standing on the sea-shore. He was fishing in order to pass away the time.
- 4. Jacob had cut a great bundle of willows and was about to carry them home.
- 5. All at once robbers sprang out of the bushes and dragged the two boys on board their ship, intending to sell them as slaves.
- 6. The ship met with a great storm and was broken to pieces on the rocks of an island, on which dwelt a race of wild men. Only the two boys were got to land.
- 7. Jacob said to himself that if he made a neat basket the people of the island might be kind to him. He took out his knife and cut some willows and began to make a basket.

- 8. Soon the people of the island came where he was and looked at him with surprise.
- 9. When the basket was ready he sold it to the chief man of the island. Then every one wanted to have a basket like the chief's.
- 10. They made for Jacob a little house which was shaded by fruit trees, that he might work there undisturbed. They took care also that he got food and all the other things that he needed.
- 11. The men asked Edward also to make baskets for them. When they found that he had learned nothing, they beat him and would have killed him if Jacob had not begged them to do him no harm.
- 12. They made Edward work as Jacob's servant, and bring him willows from the river-side as he wanted them.
- 1. Questions on the lesson:—Give the names of the two boys. Why did Edward learn nothing? What could Jacob do? What happened to the boys? How did they come to the island? What kind of people lived on it? What plan did Jacob take to get favour?
  - 2. Pronounce and spell:-

sprang Ed'-ward wil'-lows dragged slaves Ja'-cob rob'-bers sur-prise' bun'-dle neigh'-bours need'-ed un-dis-turbed'

3. Transcribe the first sentence.



### ONLY A FLY.

wonders, strange things.

ceiling, that which covers a room overhead.

- 1. Has any one ever told you of the wonders of a fly's body? I think not, else you could never think of finding pleasure in hurting me.
- 2. I have wings, which are so light and nicely fitted to my body that I can fly or walk about just as I please.
- 3. I can spread them out and fly away like a little bird, or I can fold them up and take a walk wherever I choose.
- 4. I can walk with my feet up, and my head down, just as well as on the table or on the floor. It is all the same to me.
- 5. Perhaps you wonder why I do not fall. My feet are so formed that I can press them firmly to the ceiling, and walk about there without any fear.
  - 6 Have you ever noticed how quickly I

fly away when you try to catch me? I can see you, little boy or girl, even when you try to hide your hand behind me. Perhaps you would like to know how this can be. Let me tell you.

- 7. You think that I have only two eyes, like you; but I have a great many, though they do not move about as yours do.
- 8. Each of the eyes that you see in my head is made up of a great many little eyes. There are hundreds of them, though each of them is only a little point.
- 9. With some of them I look out before me, and with others I look behind. It is with these that I see you when you put your hand behind me.
- 10. I hope that I have told you enough to make you feel that you should try not to hurt a little fly.
- 1. Questions on the lesson:—What two things can a fly do with its wings? In what two ways can a fly walk? What enables it to walk on the ceiling? How is it that a fly knows to fly away when you try to catch it? Tell all you know of the eyes of the fly?
  - 2. Pronounce and spell:-

wings ev'-er won'-ders find'-ing no'-ticed please nev'-er bod'-y hurt'-ing be-hind' choose nice'-ly ceil'-ing fit'-ted e-nough'

<sup>3.</sup> Transcribe the sentence beginning "I can spread," down to "bird."

### THE YOUNG HORSE.

spirited, full of life.

pastures, ground covered

with grass for horses or

cattle.

shelter, a place to keep the horse from the wind.
yoke, what fastens a horse to the cart or carriage.

- 1. A young and spirited horse did not like work so well as freedom, idleness, and play.
- 2. He broke loose from his yoke and fled to the green pastures. Oh, what joy he had!
- 3. The spring and the summer passed in pleasant idleness. The future never came into his mind. He remained where he was and enjoyed himself.
- 4. At last winter came and took the joy from the green pastures. The pastures were bare. A rough north wind raged in the sky.
- 5. The horse fled from place to place, but no longer found shelter or food anywhere.
- 6. Now he began to think. "Fool that I am!" cried he. "Had I not shunned a little bit of work, I would now have had oats, hay, and shelter. How sad to suffer so long for joys that were so short!"
- Questions on the lesson:—Tell the kind of horse spoken of.
   Where did it go to? How did it pass its time at first? What made it wish it had remained at home?

2. Pronounce and spell:

young	shel'-ter	free'-dom	pas'-ture
yoke	sum'-mer	$\mathbf{pass'}\text{-}\mathbf{ed}$ .	id'-le-ness
loose	win'-ter	rag'-ed	spir'-it-ed

3. Transcribe "He broke loose," down to "pastures."

## MY FINGER BLEEDS.

- I see it bleeds, but do not mind
  That tiny little drop;
  I do not think you'll ever find
  That crying makes it stop.
- 2. Oh, such a man as you should try
  To bear a little sorrow,
  So run along, and dry your eyes,
  "Twill all be well to-morrow.

#### THE BIRDS.

- Oh! how the little, gentle birds,
   Without a fear of ill,
   Come to the flowery water's edge
   And freely drink their fill.
- And dash about and splash about,
   The merry, little things,
   And look askance with bright black eyes,
   And flirt their dripping wings.



### FLOWERS AND BUTTERFLIES.

- 1. A boy and his mamma went out one day to walk in the fields.
- 2. It was summer time. The corn was almost ripe, and the fields of hay were ready to be cut down.
- 3. They saw pretty flowers in the corn, and bright butterflies flitted about among the hay.
- 4. The boy wished to run over the corn to pluck the flowers. But his mother said to him, "You must not tread down the corn, for it is to serve to make us bread."
- 5. "And why do you wish to pluck the flowers? As long as they are on their stalks, they are fresh and pretty; in your hand they will fade and die."
- 6. Just then the boy saw a butterfly, and

he ran to catch it. But when he had taken it with his hand, he found that the insect could not fly any more.

- 7. "Mychild," said his mother, when he took it to her, "by touching the butterfly you have torn its wings and the poor little thing will never fly again."
- 8. The little boy was very sad. He was sad that he was not able to give wings to the butterfly.
- 9. The fields, the meadows, the whole earth, are the garden of God. We can use what he has given us, when it is useful to us. But we ought not to spoil the lovely things which He has made.
- 1. Questions on the lesson:—How many seasons are there? At what season did the boy go to walk? Where did he see the flowers? What were there in the hay? What two reasons did his mother give why he should not go to get the flowers? What harm did the boy do to the butterfly? What made him sad?
  - 2. Pronounce and spell:

fade	$\mathbf{tread}$	$\mathbf{ought}$	but'-ter-flies
fields	stalk	sum'-mer	crea'-tures
pluck	spoil	use'-ful	mead'-ows

3. Transcribe the first sentence.



### COMMON THINGS.

glorious, of great brightness. hall, a rich man's house. noble, a man of high rank. lambkin, a young lamb. gleams, shines softly.
gems, precious stones.
moor, a large piece of land
covered with heather.
mead, a meadow.

- The sunshine is a glorious thing,
   That comes alike to all,
   Lighting the poor man's lowly cot,
   The noble's painted hall.
- 2. The moonlight is a gentle thing,
  It through the window gleams
  Upon the snowy pillow, where
  The happy infant dreams.
- 3. It shines upon the fisher's boat, Out on the lonely sea, Or where the little lambkins lie, Beneath the old oak tree.
- 4. The dewdrops on the summer morn Sparkle upon the grass; The village children brush them off, As through the mead they pass.

- 5. There are no gems in kingly crowns
  More beautiful than they;
  And yet we hardly notice them,
  But tread them off in play.
- 6. Poor Robin on the pear-tree sings,
   Beside the cottage door;
   The heather fills the air with sweets,
   Upon the pathless moor.
- 7. There are as many lovely things,
   As many pleasant tones,
   For those who sit by cottage hearths,
   As those who sit on thrones.
- 1. Questions on the lesson:—What name is given to a poor man's house in the lesson? What is a rich man's called? What do both houses get? Is the sunshine different in the two cases? On what different things does the lesson say the moonlight falls? [See verses 2 and 3.] When are the dewdrops seen? Where? What does the lesson say of their beauty? What music may the poor enjoy as well as the rich? What sweet scents may they enjoy?
  - 2. Pronounce and spell:

moor	$\mathbf{sun}'$ - $\mathbf{shine}$	no'-ble	glo'-ri-ous
$\mathbf{mead}$	moon'-light	gen'-tle	path'-less
gleams	dew'-drop	spark'-le	pleas'-ant
hearths	heath'-er	lamb'-kin	pil'-low

- 3. Transcribe the first verse.
- 4. Write down in two columns those words which rhyme together.





- 1. The eagle is a large and strong bird. It has a hooked bill and sharp claws. It is often called the "king of birds."
- 2. Eagles have been known to carry off geese, turkeys, lambs, and even little children. Here is a true story about one of these fierce birds.
- 3. Many years ago a Swiss woman left her baby near the house, and an eagle flew down from a high hill and bore the child away in its claws.

- 4. The poor woman could do nothing but wring her hands and scream for help. But the bird soared away and she never saw her baby again.
- 5. The eagle flew to its nest on a high rock, where the poor little child was torn in pieces and given to the young eagles to eat.
- 6. One day, long after, a hunter found, not far from the eagle's nest, the red cap and a part of the dress which the child wore when it was taken away.
- 1. Questions on the lesson:—What name is given to the eagle? Why does it get this name? What does the eagle feed on? What does it catch and tear its prey with? Name some animals it can carry away? Where does the eagle build its nest? What do you see on the right of the picture? What are on the roof of the house? [Stones to hold it down in storms.] In the front of the picture? &c.
  - 2. Pronounce and spell:-

fierce	eagle	tur'-key	carry off
known	bill	$\mathbf{soared}$	a true story
wring	geese	$\mathbf{hooked}$	many years ago

3. Transcribe the sentence beginning "The eagle flew to its nest."





THE CROOKED TREE.

twig, the small shoot which grows into a tree.

- 1. Little Albert went to walk with his father in the woods. It was a fine spring day. The sun shone brightly, and the air was warm.
- 2. As they walked along, Albert saw a tree which was not straight like the other trees, but was bent in a very odd manner.
- 3. "Oh, father," said he; "look at that ugly tree! What has bent it out of shape? Can they not make it straight like the other trees?"

- 4. His father said, "It has grown in this way. When the tree was young those who had the care of it did not take pains to keep it straight, and now that it is old you see how crooked it is. Now no one is able to make it straight."
- 5. Thus it is with boys and girls. If they do not learn to do right when they are young, they will not be right when they grow up. Their minds and hearts will be so bent, that no power of man can make them straight and good.
- 6. "Train up a child in the way he should go, and when he is old he will not depart from it."
  - 7. "As the twig is bent, the tree inclines."
- 1. Questions on the lesson:—What did Albert think of the tree in the picture? What did he wish done to it? How had it become so crooked? When might it have been made straight? Who, does the lesson say, are like the twig? Give the words which speak of training children.
  - 2. Pronounce and spell:-

odd young ug'-ly a-long' man'-ner de-part' straight twig Al'-bert walked crooked in-cline'

3. Transcribe the first two sentences.



### ALL THE SEASONS ARE GOOD.

meadows, land covered with | frolicked, danced and played grass and flowers. manifold, of many kinds.

about. decked, made-beautiful.

1. "How I wish it were always winter," He had made a man of snow. said Ernest. and had been out driving in a sledge. father bade Ernest write this wish down in his pocket-book, and he did it.

2. The winter went away, and spring came.



Ernest stood with his father beside a flower-bed in which lilies, tulips, and other pretty flowers were in bloom. He was overjoyed at the sight of them.

3. "That is one of the joys of spring,"

said his father, "but spring will go away again." "Ah!" said Ernest, "how I wish it were "Write this wish in my always spring." book," said his father, and the boy did it.

4. The spring was gone, and summer came. Ernest went with his parents and some friends one warm summer day to the nearest village, and stayed there the whole day.

- 5. The fields all around were smiling with the young corn. The meadows were decked with hundreds of flowers, among which lambs frolicked and colts scampered about. Then Ernest got cherries and other summer fruits to eat, and he and his friends were very happy all the day.
- 6. "Is it not true," asked his father on their return, "that summer also has its joys?" "O!" replied Ernest, "I wish it were always summer." He was required to write this also in his father's book.
- 7. Last of all came the autumn. The whole family spent some days in the country. It was no longer so hot as in summer, but the air was soft and the sky was clear. The corn was all cut, and stood ripe and yellow in the fields.
- s. In the garden of the house to which they had gone the branches of the trees were bent down with ripe fruit. Here was a feast for our Ernest, who ate nothing with greater pleasure than fruit.
- 9. "This beautiful season," said his father, "will soon be over. The winter is already close at hand and will drive the autumn

away." "Ah!" said Ernest, "I wish that the winter would not come, and that it were always harvest."



10. "Would you really?" asked his father. "Really," was his reply. "But," said his father as he brought out his pocket-book, "see what is written here. Read it out." "I wish it were always winter."—"And again, read on this page. What is written there?" "I wish it were always spring."—"And what is on this page?" "I wish it were always summer."

11. "Do you know," asked his father, whose

hand wrote all these?" "Yes; I wrote them," said Ernest. "And what did you wish just now?" "I wished that it might always be autumn."

- 12. "That is very strange," said his father; "in winter you wished it were always winter: in spring you wished it were always spring: in summer, that it were always summer, and in autumn that it were always autumn. Think now, what follows from that."
- 13. "That all the seasons of the year are good." "Yes, that all are rich in joys, rich in manifold gifts, and that He who made them all must know much better than we poor men what is best for us."
- 1. Questions on the lesson:—How many seasons are there? Name them in order. What pleased the boy in winter? In spring? In summer? In autumn? What was the boy's wish in winter? In spring? &c. What did he come to see at last about all the seasons?
  - 2. Pronounce and spell in syllables, and also at once:-

driv'-ing	li'-lies	beau'-ties	man'-i-fold
har'-vest	tu'-lips	mead'-ows	frol'-icked
$\mathbf{Er'}$ -nest	pa'-rents	au'-tumn	fam'-i-ly
near'-est	writ'-ten	re-plied'	re'-al-ly

3. Write down a few of the pleasant things of each of the seasons.





## THE LITTLE GIRL WHO WOULD NOT SAY, "PLEASE."

- There was once a small child Who would never say, "Please," I believe, if you even Went down on your knees.
- 2. But, her arms on the table, Would sit at her ease, And call out to her mother In words such as these:

## LITTLE GIRL WHO WOULD NOT SAY, "PLEASE." 87

- 3. "I want some potatoes,"

  "Give me some peas!"

  "Hand me the butter,"

  "Cut me some cheese!"
- 4. So the fairies, this very
  Rude daughter to tease,
  Once blew her away
  In a powerful breeze.
- 5. Over the mountains
  And over the seas,
  To a valley where never
  A dinner she sees.
- 6. But down with the ants,
  The wasps, and the bees,
  In the woods she must live,
  Till she learns to say, "Please."
- 1. Pronounce and spell:-

peas breeze but'-ter be-lieve' daugh'-ter pow'-er-ful please cheese val'-ley fai'-ries moun'-tains po-ta'-toes

2. Transcribe four lines beginning "But down with the ants."



## DAVID AND THE DOG.

- 1. David one day was walking in the country with his papa and mamma. On the way they met a party of boys who were going to drown a poor dog in the river.
- 2. They had tied a stone to its neck and were about to throw it into the water.
- 3. David was sorry for the dog, and in order to save its life, he got his father to buy it for him from the boys.
- 4. David was now the owner of the dog, and carried it home in great glee. He called it Carlo.
- 5. Carlo grew tall and strong, but he was as fond of David as he had ever been. He licked his hand, played with him in the garden, and leaped into the water whenever his master bade him do so.
- 6. One day David was on the edge of a pond in which were growing beautiful white and yellow water-lilies. He wished to get one of the flowers, that he might see it close at hand and take it home.
- 7. But the ground was soft and muddy. Poor David lost his footing and fell into a deep pool. No one was near to help him out of the water and save him from drowning.

- s. But his dog was there. Carlo threw himself into the water, caught his young master by his dress, and brought him safely to land.
  - 9. Even a small kindness is never lost.
- 1. Questions on the lesson:—How did David come to have the dog? Why did he wish his father to buy it for him? How was David nearly drowned? What did he wish to get? How was he saved?
  - 2. Pronounce and spell:-

pool brought Da'-vid mud'-dy par'-ty coun'-try drown leaped riv'-er yel'-low Car'-lo beau'-ti-ful

- 3. Transcribe the sentence beginning "David was sorry."
- 4. Write all the words in the lesson which end in "ing" and "ed."
  - Tis true that mighty deeds
     From older folks are due,
     Yet little ones should try
     Some good at least to do.
  - The gentle child, though small,
     May little favours show,
     And loving words to all
     From infant lips may flow.





### THE FOOT OF THE BEE.

hive, a bee's house.
pincers, what we hold fast
with.

velvet, cloth very soft to the touch.

- 1. You have here the foot and part of the leg of a bee. They have been made large that you may see the parts well.
- 2. We use our feet and legs to walk with, but the bee can use them for other things besides. She can use them as a brush, as a basket, and as a pair of pincers.
- 3. Do you see those fine hairs on the thick part of the foot? They form the bee's brush. With this brush the bee is always rubbing her velvet coat, in order to take off the dust which she got when she went to suck the juice out of the flowers.
- 4. But where is the basket? The inside of the legs serves as a basket to the bee. It is hollow like a spoon, and is set round with strong bent hairs.

- 5. In this hollow place the bee puts the food which she has found, and which she wishes to take to the hive. The hairs are like a lid to the basket.
- 6. Then these two parts are joined by a hinge, like the hinge of a door. The bee can open and shut them when she likes, so that they make for her a strong pair of pincers. These pincers help the bee to make the comb, and with them she also takes the wax to her mouth.
- 7. Thus we see how many things have been given to the bee to enable her to work.
- 1. Questions on the lesson:—Tell the three things the bee can use its leg and foot for besides walking. Describe each of them,
  - 2. Pronounce and spell:-

juice	comb	be-sides'	$\mathbf{vel'}\text{-}\mathbf{vet}$	en-able'
hinge	serves	$\mathbf{bask'}$ -et	hol'-low	join'-ed
spoon	$\mathbf{suck}$	pin'-cers	rub'-bing	in'-side

3. Transcribe the sentence beginning "Do you see."

At my lessons, work, and play, Keep me, Lord, from wrong to-day; Let me be thy loving child, Faithful, truthful, kind, and mild.



A FLOOD.

- a plight, a state of risk. | kennel, a dog's house.
- 1. Poor Nell and her pups are in a sad plight. The river has risen high above its banks, and swept away the kennel in which Nell and the little dogs were quietly sleeping.
- 2. Nell is chained to the kennel. If she were free, she would not be long in saving herself and all her family. Unless some one help them soon, they will be carried out to sea, and all of them will be lost.

- 3. Nell has climbed on the roof of her house, but she cannot break her chain. She is full of fear, and is looking up as if she were asking help from heaven.
- 4. One of the puppies is beside his mother, while another is climbing up out of the water on her paw. The third is not so strong as the other two, but he is swimming bravely, and will soon be safe on the kennel too.
  - 5. All of them must be cold and wet.
- 6. Nell's owner does not wish to lose so useful and loving a dog. He has got ready a boat, and is rowing as hard as he can in case he may not be in time to save her.
- 7. How glad Nell will be when she is once more safe on dry land!
- 1. Questions on the lesson:—Tell all that is seen in the picture. What is Nell standing on? Why does she not swim to the land? How many puppies has she? Who is in the boat? Why is he rowing so hard?
  - 2. Pronounce and spell:-

plight	ken'-nel	${f chained}$	swim'-ming
riv'-er	pup'-pies	car'-ried	qui'-et-ly
use'-ful	sleep'-ing	$\mathbf{heav'}$ -en	row'-ing

<sup>3.</sup> Transcribe the sentence beginning "Nell is chained," down to "her family."

### JACK AND HIS KITTEN.

cabin-boy, a boy who waits on the passengers in a ship. captain, the commander. nimbly, quickly and lightly.

- 1. Jack was a cabin-boy on board of a large ship. He had with him a little kitten called Mollie, of which he was very fond.
- 2. For many days a fair wind bore the ship quickly over the sea. They were not far from the country to which the ship was bound, when a storm arose, and drove her close in to the land.
- 3. The sailors tried hard to get the ship out to sea again, but it was in vain. The ship struck on the sharp rocks, and soon she began to sink.
- 4. "Cut away the boats," shouted the captain. Every man was glad to obey the order, for the big waves were fast breaking the ship to pieces. Jack was only a small boy, but he worked away nimbly, doing what he could.
- 5. Jack was about to leap into one of the boats that had been let down into the sea. All at once he thought of his kitten that had been his pet all the way out from home.
- 6. "I must take Mollie with me," said Jack, "it would be cruel to leave her to be drowned."

- 7. Jack ran across the deck and down the stair into the cabin where Mollie lay huddled up in a corner. He soon had her in his arms, and was again on deck.
- 8. But the boat in which Jack was to have gone could not wait for his return, and when he reached the deck it was already at some distance from the ship.
- 9. Another boat, however, was got ready, and Jack was taken on board.
- 10. Night came on, and the waves rose higher and higher. The men in the boat in which Jack was had to toil hard to keep her afloat, and many times it seemed as if they could not be saved.
- 11. The other boat had been upset during the night, and all on board perished.
- 12. Jack's kind act in going back for his little kitten saved his life.
- 1. Questions on the lesson:—What was Jack? What had he with him? What was his kitten's name? Where was the ship when the storm arose? What happened to the ship? What orders were given by the captain? Why did Jack not get into the first boat? Where was the boat when Jack returned with his kitten? What happened to the first boat? What saved Jack's life?
  - 2. Pronounce and spell:-

bore	$\mathbf{huddled}$	$\mathbf{a}$ -float'	cap'-tain
close	$\mathbf{reached}$	a-cross'	nim'-bly
${f drove}$	per'-ished	cru'-el	Mol'-lie

3. Transcribe the third paragraph.

## STOP, STOP, PRETTY WATER.

- 1. "Stop, stop, pretty water!"
  Said Mary, one day,
  To a bright sparkling brook,
  That was running away.
- 2. "You run on so fast!
  I wish you would stay;
  My boat and my flowers
  You will carry away.
- 3. "But I will run after:

  Mother says that I may;

  For I would know where

  You are running away."
- 4. So Mary ran on;
  But I have heard say,
  That she never could find
  Where the brook ran away.





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